

Guidance notes for Primary and Secondary Schools advice for an Education, Health and Care (EHC) needs assessment

Primary and Secondary Schools may receive a request for advice from the Local Authority (LA) following:

1. A request for an EHC needs assessment from a parent or other professional (not the school setting)
2. A decision being made to carry out an EHC needs assessment, this could be following a request made directly from the school, or following a parental/other professionals request for an EHC needs assessment

It is essential that the setting responds to the LA's request for advice within the timescales stated in the correspondence, which may be sent by post or via email.

Schools should contact the SEND Team using the details below if they require any further guidance.

Area	Email Address	Contact Number
Lancaster/Fylde/Wyre	send.north@lancashire.gov.uk	01524 581114
Chorley, South Ribble, West Lancs, Preston	send.south@lancashire.gov.uk	01772 531597
Burnley, Pendle, Hyndburn, Ribble Valley, Rossendale	send.east@lancashire.gov.uk	01254 220561

When completing the advice form, it is important that all of the child's/young person's and parent's details are completed in full.

1. Following a parental/other professionals request for an EHC needs assessment

Upon receipt of a parental request, or a request from another professional to carry out an EHC needs assessment, the LA will write to the school to request their advice. This is an important part of gathering information to inform decisions about whether an EHC assessment will be undertaken.

Documents submitted:

- If a request for an EHC needs assessment has been received from a parent or other professional (not the school), the setting should use their best endeavours to provide as much information as possible from the documents table.
- Other documents may be required depending on the individual child's profile of SEND and the setting should seek to provide the most recent report from the professional/service.
- If the school is providing reports from other professionals, they should seek agreement from that professional and the child's parents that the advice is sufficient for the EHC needs assessment process. If there is agreement that the advice is sufficient, the Local Authority will not request further advice if an assessment is agreed.
- The school should ensure that evidence is attached to their advice (e.g. it is essential to attach IEP's or equivalent) that demonstrates a graduated response to meeting the needs of the child.
- It is expected that there will be evidence of regular Assess, Plan, Do, Review cycles, demonstrating increasing levels of personalisation in order to ensure appropriate provision is in place and that advice from advisory professionals has been implemented. It is essential that this has been evaluated and that a person centred approach has been adopted, in order to determine the impact of the interventions that are being delivered.
- If a CAF has been completed, this must be submitted unless the child is already accessing statutory services (social care) and is therefore beyond the stage of CAF. In this case it is not always necessary to submit a CAF.
- If a One Page Profile has not yet been completed, the school will be asked to co-produce one at this stage.
- If any of the essential documentation has not been submitted, please give the reasons and the action that has been taken to address this.

People who support the Child/Young Person

- Please provide the name, role, email address and telephone number of professionals who have current involvement, or who have been involved with the child in the last 12 months. This will ensure that the Local Authority are able to contact the appropriate professionals, should this be required.
- Please indicate if the child has been discharged from any services within the last 12 months.
- Additional rows can be added if needed.

Attendance Record

- Please provide as much information as possible regarding current and historical attendance at any schools.

Section A

Strengths

- Positively identify what the child/young person is able to do which can be built upon.
- Provision should build on current strengths so it is important to include what the child/young person can do well or is in the process of developing. This may include their gifts, skills and achievements.

Special Educational Needs

- Identify and summarise all of the child/young person's special educational needs following observations/assessments from your setting.
- Professionals should limit their advice to areas in which they have expertise.
- This section has five sub-headings which are:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health
 - Physical, Sensory
 - Independence and self-help
- Bullet points should be used to help keep writing succinct.
- All of the child/young person's special educational needs must be specified and should set out needs that are easy to identify.
- There should also be a clear link between Aspirations (which should be recorded on the one page profile and guidance is available to support the setting completing this), Needs (Section A of request form) and Outcomes and Provision (section E of request form) – this is the 'Golden Thread'.
- Some children may have needs across all areas, however others may not. If your setting has not observed/assessed or identified that a child has needs in one or more areas, please indicate this by stating 'no needs identified in this area'. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.
- A diagnosis does not constitute a need – the needs identified should make clear what is going to be addressed for the child/young person, e.g. for a child/young person who has an ASD diagnosis, what element will be addressed through the provision that will be implemented.
- Care should be taken not to confuse needs with provision

Section B

Attainment/Ability/Assessments/Milestones met

- Please give results from any standardised assessments, including end of key stage, and attach any evidence to your advice.
- Providing attainment/assessment information (including previous scores) is key to ensuring progress can be monitored over time.

Section C

Health needs and support

- Summarise whether there are any health needs and what support is known to be in place from health services.

Section D

Social Care needs and support

- Summarise whether there are any social care needs and what support is known to be in place from social care services.

Section E

Outcomes and Provision

- Set out here a list of the jointly agreed outcomes sought for the child/young person.
- An outcome is defined in the Special Educational Needs and Disability Code of Practice (COP: 2015) as *"the benefit or difference made to an individual as a result of an intervention"*.
- An outcome is not a description of the service being provided or sought. Outcomes should not be confused with provision.

Outcomes should:

- Be SMART (Specific, Measurable, Achievable, Realistic and Time-Limited);
- Set out what the child or young person will be able to do / or what the child or young person will have achieved, by the end of a phase or stage of education (e.g. Key Stage);
- Be person-centred rather than service-led;
- Take into account what is important to the child or young person intrinsically and/or to help them move towards their goals or aspirations;
- Take into account what is important for the young person in terms of addressing needs / removing barriers to help them progress;
- Link clearly to the identified needs and Provision.
- From Year 9 onwards, outcomes should focus on preparing the young person for adulthood
- Shorter term targets can be included under the section 'steps towards achieving outcome'. Professionals working with the child/young person during the EHC needs assessment process may agree shorter term targets that can be regularly reviewed and, if necessary, amended regularly (e.g. as part of their IEP) to ensure that the individual remains on track to achieve their long term outcomes.

Provision:

- Provision must be clearly linked to the needs identified in section A of the advice form;
- Specify the provision which will help the child / young person achieve each outcome;
- Provision must be specific and quantified – say exactly what it is, how much of it / how often and who will deliver it. For example – "literacy sessions, 3 times a week for 20 minutes, in a small group (maximum 6 pupils), supported by a Teaching Assistant"
- Include provision where Health or Social Care educates or trains the child / young person, for example, Speech and Language Therapy. Ensure that advice forms are attached from these services specifying the provision delivered from their service.

Person completing the advice

- When making the request, ensure that your details are included alongside the date of completion.

2. Advice being sought following a decision to carry out an EHC needs assessment

- Following a decision being made to carry out an EHC needs assessment, the LA will write to the school to establish whether there is any further information that is additional to or different from that already submitted.
- If the school and parents agree that there is no further information to submit, the setting should notify the caseworker of this and it is not necessary to complete the advice form.
- However, in some instances, new information may be available (e.g. areas where progress and/or changes in need have been identified) and in such cases, the school should provide updated advice.